

## AYNOR ELEMENTARY

516 Jordanville Road  
Aynor, SC 29511

**GRADES** PK-6 Elementary School

**ENROLLMENT** 688 Students

**PRINCIPAL** Carolyn C. Floyd 843-358-3680

**SUPERINTENDENT** Gerrita Postlewait 843-488-6700

**BOARD CHAIR** Will Garland 843-358-8002

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	48	32	0	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

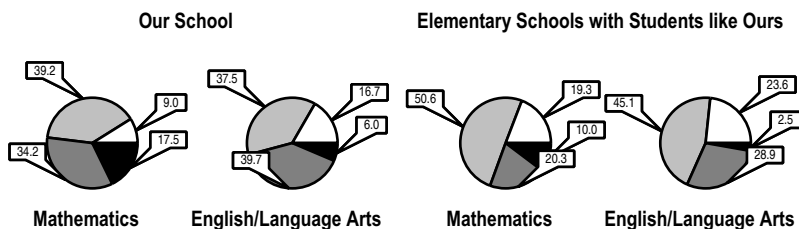
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




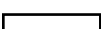
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Excellent	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	49	91	52
Percent satisfied with learning environment	97.9%	92.2%	88.5%
Percent satisfied with social and physical environment	97.9%	92.3%	72.5%
Percent satisfied with home-school relations	95.7%	96.7%	90.2%

**PACT PERFORMANCE BY GROUP**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
<b>English/Language Arts</b>								
All students	393	99.7	16.7	37.5	39.7	6.0	45.8	17.6
<b>Gender</b>								
Male	203	99.5	18.3	40.3	37.6	3.8	41.4	17.6
Female	190	100.0	15.1	34.6	41.9	8.4	50.3	17.6
<b>Racial/Ethnic Group</b>								
White	349	99.7	13.5	37.1	42.6	6.7	49.4	17.6
African-American	37	100.0	51.5	33.3	15.2	N/A	15.2	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
<b>Disability Status</b>								
Not disabled	332	100.0	12.8	34.9	45.2	7.1	52.2	17.6
Disabled	61	98.4	39.6	52.8	7.5	N/A	7.5	17.6
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	393	99.7	16.8	37.4	39.8	6.0	45.9	17.6
<b>English Proficiency</b>								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	393	99.7	16.7	37.5	39.7	6.0	45.8	17.6
<b>Socio-Economic Status</b>								
Subsidized meals	214	100.0	24.4	39.4	33.7	2.6	36.3	17.6
Full-pay meals	179	99.4	8.1	35.5	46.5	9.9	56.4	17.6
<b>Mathematics</b>								
All students	393	99.7	9.0	39.2	34.2	17.5	51.8	15.5
<b>Gender</b>								
Male	203	100.0	7.5	40.3	34.4	17.7	52.2	15.5
Female	190	99.5	10.6	38.0	34.1	17.3	51.4	15.5
<b>Racial/Ethnic Group</b>								
White	349	99.7	6.7	38.0	36.2	19.0	55.2	15.5
African-American	37	100.0	33.3	45.5	18.2	3.0	21.2	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
<b>Disability Status</b>								
Not disabled	332	99.7	6.1	36.5	37.5	19.9	57.4	15.5
Disabled	61	100.0	26.4	54.7	15.1	3.8	18.9	15.5
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	393	99.7	9.1	39.0	34.3	17.6	51.9	15.5
<b>English Proficiency</b>								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	393	99.7	9.0	39.2	34.2	17.5	51.8	15.5
<b>Socio-Economic Status</b>								
Subsidized meals	214	99.5	12.0	47.4	27.1	13.5	40.6	15.5
Full-pay meals	179	100.0	5.8	30.1	42.2	22.0	64.2	15.5

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	89	N/A	11.2	32.6	51.7	4.5	56.2
	Grade 4	94	N/A	17.2	40.9	37.6	4.3	41.9
	Grade 5	88	N/A	24.4	48.8	24.4	2.3	26.7
	Grade 6	88	N/A	29.9	40.2	25.3	4.6	29.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	88	100.0	7.5	28.8	53.8	10.0	63.8
	Grade 4	96	100.0	4.5	31.8	58.0	5.7	63.6
	Grade 5	108	99.1	20.4	51.5	26.2	1.9	28.2
	Grade 6	101	100.0	31.9	35.1	25.5	7.4	33.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	89	N/A	11.2	32.6	32.6	23.6	56.2
	Grade 4	94	N/A	20.2	30.9	27.7	21.3	48.9
	Grade 5	88	N/A	23.3	30.2	29.1	17.4	46.5
	Grade 6	88	N/A	24.1	49.4	19.5	6.9	26.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	88	98.9	6.3	32.9	43.0	17.7	60.8
	Grade 4	96	100.0	4.5	28.4	31.8	35.2	67.0
	Grade 5	108	100.0	9.6	52.9	27.9	9.6	37.5
	Grade 6	101	100.0	14.9	39.4	36.2	9.6	45.7
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 688)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.1%	Down from 2.7%	2.6%	2.4%
Attendance rate	95.0%	Down from 96.2%	95.8%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	25.8%	Up from 17.4%	14.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.2%	Up from 8.0%	8.7%	8.0%
Older than usual for grade	1.3%	Down from 2.1%	0.9%	1.1%
Suspended or expelled	0.1%	Down from 0.6%	0.0%	0.0%

Teachers (n= 48)				
Teachers with advanced degrees	31.3%	Down from 32.6%	45.1%	50.0%
Continuing contract teachers	81.3%	Down from 89.1%	87.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	93.8%	Down from 94.5%	88.0%	86.2%
Teacher attendance rate	93.9%	Down from 94.9%	95.2%	95.3%
Average teacher salary	\$38,545	Down 0.1%	\$39,627	\$39,909
Prof. development days/teacher	11.3 days	Down from 16.6 days	10.9 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.5	4.0
Student-teacher ratio	17.3 to 1	Down from 17.5 to 1	19.1 to 1	18.9 to 1
Prime instructional time	87.8%	Down from 90.1%	89.8%	89.7%
Dollars spent per pupil*	\$5,482	Up 0.1%	\$5,668	\$5,892
Percent spent on teacher salaries*	65.4%	Down from 67.5%	66.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	84.8%	Down from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Aynor Elementary School's staff, students and parents have many reasons to celebrate the 2002-2003 school year. Our community members are committed to success for every child and demonstrated their support by 100% participation in Personalized Learning Conferences and in signing Parent-Student-Teacher Compacts. In first grade, 95.2% of our students achieved a text level of greater than 16 by the end of the year. In the spring of 2002, PACT district scores from first and second grades indicated tremendous growth. In first grade, 100% of our students met the standard in ELA (82% scoring Proficient and 18% Basic) and 96% met the standard in math (75% scoring Proficient and 21% Basic). In second grade, 92% of our students met the standard in ELA (65% scoring Proficient and 27% Basic) and 92% met the standard in math (67% scoring Proficient and 25% Basic).

"Buzzing with Books" was implemented in 2002-2003 through a \$6,000 Education Improvement Act grant, as another way to serve first grade students who needed additional support. Our early literacy specialist trained a cadre of volunteers to work with identified students using early literacy strategies for two thirty minute tutorial periods a week. All of the students served through this program were successful by the end of the year and were promoted to second grade. In addition, 18 of our students served individually or in small groups by our early literacy specialist showed significant gains in reading and writing. We are dedicated to ensuring that our students gain a firm foundation in the primary grades.

A full-time curriculum specialist was available to work with all teachers on designing standards-based curriculum and assessments that would meet the needs of all students. After-school tutorial classes were offered to students in grades 3-6 who scored "Below Basic" on PACT and students scoring in higher categories on PACT were offered an opportunity for enrichment.

Aynor Elementary School provides a music program for students which offers instruction on steel drums, African drums, chorus and recorder in addition to the music curriculum. As recognition for an outstanding music program, Aynor Elementary was named a Grammy Gold Signature School and received \$2,500 to continue enhancement of our music program. Our music teacher, Connie Christy, was named as Teacher of the Year for Horry County Schools.

Our theme for the year, Above and Beyond, exemplifies the positive attitude and spirit of our community, and our dedication to providing a quality education for all students.

Carolyn C. Floyd, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.